



ST. MARY'S RC PRIMARY SCHOOL
English Policy

Mission Statement

St Mary's Roman Catholic Primary School will help every child to reach their full potential in a place where they can love, learn and grow together with Jesus.

- ❖ We will always open our doors wide in welcome.
- ❖ We will always love and care for each other as Jesus taught us.
- ❖ We will always place the Word of God at the heart of our School.
- ❖ We will always worship God our Father.
- ❖ We will always be witnesses to Jesus Christ by following in his footsteps.

AIMS The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At St, Mary's we strive for children to be a 'Primary Literate Pupil'.

The aims of the teaching of English:

- To provide children with the opportunity to read, write and speak with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- To promote an interest in books and reading for enjoyment and pleasure.
- To understand a range of text types and genres – to be able to write in a variety of styles and forms appropriate to the situation.
- To develop in the children the powers of imagination, inventiveness and creativity.
- To acquire a wide vocabulary, an understanding of grammar, punctuation and spelling and knowledge of linguistic conventions for reading, writing and spoken language.
- To give children an environment which is safe and secure and which provides encouragement for the development of all aspects of English.
- To ensure that there is equality of access and opportunity for all children to develop their English skills.
- To seek to ensure that all children achieve their full potential in all aspects of English, especially in reading, by the time they move from primary to secondary education.

Statutory requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum Document (September 2013) and in the Communication and Language and the Literacy sections of the curriculum guidance, Development Matters, for the EYFS, 2012.

In the EYFS children should be given the opportunities to:

- Speak, listen and represent their ideas in their activities;
- Use communication, language and literacy in every part of the curriculum;
- Become immersed in an environment rich in print and possibilities for communication.

Prime areas- Communication and language- development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Specific areas- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, rhymes and other written materials) to ignite their interest, both indoors and outdoors and through directed tasks and continuous provision.

At key stage 1- Children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds. Children should continue to link sounds and letters as their reading and writing develops, and use and apply a developing phonics knowledge when reading and writing.

At key stage 2- children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how to structure the language works. They should develop their awareness of spelling, grammar and punctuation across the curriculum. They should explore vocabulary, be expected to use a widening range of words and be adventurous with their word choices.

Subject organisation

At St Mary's we use a variety of teaching and learning styles in English lessons, such as:

- Demonstration
- Modelling
- Explanation
- Questioning
- Discussion

Our principle aim is to develop children's knowledge, skills, and understanding in English. We do this through a daily lesson that has a high proportion of whole class and group teaching. Children have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses, and word mats to support their work. Children use ICT in English lessons where it enhances their learning, as in drafting their work using multimedia to study how words and images are combined to convey meaning. Opportunities are created to enhance pupils' vocabulary, and the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and these are integrated within the teaching of grammar and punctuation. Wherever possible we

encourage children to use and apply their learning in other areas of the curriculum. In addition, daily guided reading throughout the school is timetabled. Letters and sounds at KS1 is a daily entitlement. This is taught in phased groups according to children's individual requirements. Bounce back phonics ensures that KS2 children receive phonic intervention if necessary. In KS2 No Nonsense Spelling programme is followed from Years 3-6. Fast Forward Grammar and Fast Forward Spelling intervention programmes are used in Year 6. IDL is used throughout the school for children with Dyslexia and others who need support with reading and spelling.

There are children of differing ability in all classes at St Mary's. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support some children and to enable work to be matched to the needs of individuals. Intervention programmes are used throughout the school to support or challenge individuals and small groups of pupils.

Planning and approaches

English is a core subject in the National Curriculum. We use the Lancashire Literacy framework as the basis for implementing the statutory requirements of the programme of study for English.

We carry out the curriculum planning in English in 3 phases (long term, medium term and short term). The National Curriculum details what we teach in the long term. Our yearly teaching programme identifies the key objectives in English that we teach to each year. The Key Skills in Reading and Key Skills in Writing documents outline the progression throughout the school and the objectives for each Year group (KLIPs). LAPs are also used to break objectives down and support planning in teaching in reading and writing.

Our medium term plans give details of the main teaching objectives for the term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a weekly plan for the teaching of English. This lists the specific learning objectives for each lesson and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps these individual plans.

EYFS

We teach literacy in the Foundation Stage as an integral part of the school's work. We relate the literacy aspects of the children's work to the objectives set out in the Development Matters, Early learning goals and Characteristics of Effective Learning, which underpin the curriculum for children aged three to five. Children are assessed regularly against these standards. We give all children the opportunity to:

- Talk and communicate in a widening range of situations
- Respond to adults and to each other
- To listen carefully
- To practise and extend their vocabulary and communication skills
- To explore words and texts

Cross Curricular Literacy opportunities

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. Teachers will seek to take advantage of opportunities to make cross-curricular links. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school. This is shown through Word in RE where their skills help them to develop their RE learning.

English contributes significantly to the teaching of mathematics in school. Children in the foundation stage develop their understanding of number, pattern shape and space by talking about these areas with adults and other children. Children in key stage 1 meet stories and rhymes that rely on counting and sequencing. Children in key stage 2 are encouraged to read and interpret problems

in order to identify the mathematics involved. They explain and present their work to others during sessions and they communicate mathematically through the developing use of precise mathematical language. It also helps them to develop their religious language so that pieces of work in RE show their progression.

Use of ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate. ICT programmes are used throughout the school to support pupils with SEND.

Assessment, evaluation, record keeping and reporting

Work will be assessed in line with the assessment policy.

Children are set individual targets which are recorded in the front of their English books and updated regularly. Each year group has 'non-negotiables' for reading and writing.

Teachers assess children's work in English in three phases. The short term assessments that teachers make as part of every lesson help teachers adjust their daily plans. Teachers match these short term assessments closely to the teaching objectives. Teachers use the Lancashire KLIP grids to assess children regularly to help them to plan for progression. Teachers assess in a variety of ways including discussion, questioning, observation and marking written work in line with the marking and feedback policy. Children are encouraged to use marking ladders to help them to assess their own progress. Teachers also use 'itrack' for reading, writing, spelling, grammar and punctuation and speaking and listening to monitor progress. All this information is used to assess children, which then informs the assessment tracker and identification of children requiring intervention is determined. Progress and attainment against national targets is measured regularly. Letters and Sounds assessment is recorded termly on the Lancashire Phonics Tracker.

Pupils are tested weekly on spellings, including Common Exception Words.

Nfer tests are completed for reading and SPAG twice each year for Year 3-5, and in the summer term for Year 1 too.

The class teacher comments about the child's progress in their report.

Annual written reports are given during the summer term. A copy of this report is stored on 'itrack'.

Two verbal reports are given at parent's evenings.

Resources

There is a range of resources to support the teaching of English across the school. Each classroom has a selection of fiction and non-fiction text in their reading corner. Children have access to the internet through their classroom computer, laptops and ipads. Each class has a supply of home school reading books to ensure that children have the opportunity to read further at home. Working walls are used in classrooms to support the English units. Grammar and Punctuation that has been taught is displayed and the children are encouraged, and expected, to use it across all curriculum areas. Phonics displays are within KS1 classrooms.

Guided reading books are available for all children and phonics resources have been purchased to support the teaching of phonics especially in KS1.

Phonics is taught using Letters and Sounds.

KS1 reading schemes are Oxford Reading Tree, including Floppy's Phonics and Project X.

KS2 reading schemes are Project X and Collins Big Cat, progressing to novels covering a range of genres.

Inclusion

We aim to provide for all children so that they can progress as much as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are underachieving and take steps to improve their attainment.

This can be done through the intervention programmes available or through support in class with teaching assistants.

Gifted children will be identified and suitable learning challenges provided.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Role of the subject leader

The subject leader should be responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating English:-

- Pupil progress
- Provision of English (including intervention and support programmes)
- The quality of the learning environment
- The deployment and provision of support staff
- Moderation of writing
- Observations
- Book and planning scrutiny
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent literacy developments
- Raising the profile by organising theatre visits, library visits, world book day etc

Parental involvement

St Mary's believes that the active support and involvement of parents is crucial to children achieving their potential in English and in all aspects of the curriculum. Parents will be actively encouraged to read with their children, discuss their books with them and help them choose books to read at home as well as the home school reading book. Spellings are sent home weekly to be learnt and then sentences constructed to include the target words. Parents are encouraged to help their children to learn the words, think about their meanings and to write correctly punctuated, grammatically accurate sentences. Homework throughout the year will include literacy and English focuses and opportunities to apply the literacy skills in cross-curricular projects. Parents will be invited to English workshops to inform them and aid them in ways to support their children with reading and spelling.

The Governing Body

Regular reports are made to the governors on the progress of English provision and to our English Governor.

This policy will be reviewed every three years or in the light of changes to legal requirements.

Conclusion

This policy also needs to be read in line with other school policies and therefore should be read in conjunction with:

Handwriting Policy,
Intent, Implementation and Impact in English,
Teaching and Learning Policy,
Assessment and Record Keeping,
Feedback and Marking Policy,
Special Educational Needs Policy,
ICT Policy,
Equal Opportunities Policy,
Health and Safety Policy.

Member of staff responsible: Tracy Duckworth

Date Policy written: 13-9-19

Date approved by the full Governing body;

Date to be reviewed; September 2022, or sooner if changes are made to legal requirements.

